

BOOK REVIEW

Clawson, James G. *Level Three Leadership: Getting Below the Surface*. Upper Saddle River, NJ: Pearson/Prentice-Hall, 2009. 473 pp. ISBN 0-13-242384-7. \$80.

In *Level Three Leadership: Getting Below the Surface*, James Clawson puts together an intriguing text that analyzes the behavior of leaders at three levels. The initial level is described as self-awareness of one's visible behavior. The second level of leadership focuses on an understanding of conscious thought or the ability to take data and organize it in such a way as to generate creative solutions to problems as they arise. The third level of leadership, and most important, targets the need to synergize the values, assumptions, beliefs, and expectations of others to create an effective organization. Clawson uses these three levels as a backdrop for studying roles in which leaders are expected to excel in an organization. A diamond leadership model developed by Clawson identifies these roles as being a self-leader, setting strategy for accomplishing tasks, influencing others, designing a functional organization, and managing change.

Clawson attempts to provide guidance to students who are curious about leadership and informs them of ways to create their own strategy for influencing others. The text targets faculty in both undergraduate and graduate business programs who desire to teach about leadership development without having to undergo an intensive scholarly study of theories in the discipline. Therefore, Clawson analyzes situations in which leaders often find themselves, for the purpose of exposing the versatility of their role in an organization rather than providing a theoretical framework for becoming a scholar in the field of leadership.

Hence, the premise of the text is how leaders can engage and influence others to follow their lead with dignity

and respect. To Clawson, leadership is about managing energy, first in yourself and then in those around you. In this regard, the reader is actively engaged throughout the text. Clawson's work may be considered an action text in which the reader is given numerous opportunities to engage in self-analysis tasks. For example, each chapter ends with a summary of the key concepts introduced in that chapter, questions to reflect on those concepts, and a brief case to apply what has been learned. A series of self-analysis surveys are delivered in a workbook format that may be completed as the reader progresses from chapter to chapter.

The flow of the text is consistent with the five key elements of a leadership diamond model, beginning with strategic thinking and then moving to understanding the individual, influencing others, designing an effective organization, and, finally, leading change. To correspond, there are five sections to the text, consisting of 26 chapters, which result in a detailed examination of each component of the diamond model.

In this regard, the introductory section consists of three chapters that set the stage for study. Initially, Clawson presents the leader as one who sees what needs to be done, understands the underlying forces at play, and has the courage to initiate action to make things better. The five points to the leadership diamond model are then introduced as the key elements to leadership. They include the leader, task, organization, engagement, and change management. Next, the three levels of leadership are delineated. Level One Leadership focuses on self-motivation and developing confidence in getting something new and different accomplished. Level Two Leadership consists of the leader's thinking process and how one goes about organizing data for decision making. Last, Level Three Leadership covers capitalizing on the values and basic assumptions held by others for creating synergy.

Section 2 brings readers' attention to the critical need for leaders to be able to think strategically as innovative ways to organize work are designed. The five chapters in this segment focus on empowerment and information sharing. Clawson suggests that effective leaders likely work in boundaryless organizations in a context in which sweeping changes in work relationships occur. This is a result of organizational structures moving from an agricultural era of aristocracy in the 1800s, in which power was held by one person at the top, to bureaucratic organizations in the 1900s during the manufacturing era, when power was formally tied to one's position. More recently, with the emergence of the infocracy era, relationship building and power sharing are elevated in importance. Clawson writes about the importance of extending leadership capacity (in terms of strategic planning) for developing organizational core capability, assuring conduct that is moral, ethical, legal, and culturally responsible for instilling a spirit of innovation on the basis of customer experience, and creating effective team dynamics.

Clawson begins Section 3 by asking what he considers the most important life question: Will you ever be anything more than a vessel transmitting the genes of previous generations on to the next? This question introduces the role of leaders as agents of change. He suggests that leaders cannot change anything in the world without changing themselves first. In this effort, Clawson suggests leadership as a psychological process where one must be satisfied as to where he or she is headed and willing to take major steps to advance the intellect. In other words, Clawson suggests that leadership is about moving people's hearts as well as their minds. Under this framework, leadership is not only about being intelligent but also being socially competent, emotionally balanced, and change oriented. Therefore, leaders are individuals in search of fulfilling their dreams. This

thought is packaged as having resonance with life, which is interpreted as putting one's best effort forward to fulfill a dream. In other words, leaders are generally the ones who can find their resonance by the willingness to invest time and energy to make that dream a reality. Clawson concludes this segment with a global observation. He implies that leaders should learn about other cultures, values, customs, and beliefs—and at the same time be less judgmental of them.

The next section devotes considerable attention to depicting the differences in the three levels of leadership throughout which individuals must be in command to be effective. The theme is how leaders can use their power to get others to do what they want them to do. Level One Leadership focuses on how leaders use orders, commands, threats, and coercion to control the visible behavior of others. Level Two Leadership focuses on persuasion and arguing as a strategy to accomplish a goal. In Level Two Leadership, leaders learn about the necessity to speak with clarity and truthfulness by carefully selecting their words to stimulate action. Thus, the leader relies on the use of sound logic, robust data, and sensitivity to communicate in an unthreatening way. Last, Level Three Leadership is about visioning, storytelling, caring, active listening, and reaching out to the hearts of people. The capability of uniting those around them by synergizing values, beliefs, and experiences of others represents the heart of leadership. The six steps to effective leadership are carefully delineated at this point of the text. To rally followers, leaders must be certain to clarify their core values, stipulate what is possible, clarify what and how others can contribute, support others, be relentless, and celebrate progress.

The last segment focuses on leaders being designers of change.

Becoming an agent of change is analyzed among a myriad of organizational structures briefly identified as military, division, matrix, and hybrid. The glue to any organization is leadership, with its accompanying rules, regulations, and shared values. Clawson ends the text by offering several rather well-known leadership change models, including John Kotter's Seven Step Change Model, Nevis MIT Change Model, and Prochaska's Model for Positive Change.

The primary strength to the text is the use of the diamond leadership model as the basis for studying the key elements of leadership. The material flows in an easy-to-understand pattern. In this regard, the progression of the content follows the model beginning with an analysis of strategic thinking, moving to understanding yourself, influencing others, and designing and leading change. There are other strengths to the text. Clawson has attempted to make learning about leadership not only an easy process but also a personal one. To assist the reader in measuring him- or herself against those traits and styles characteristic of effective leadership, a self-analysis workbook with numerous exercises is provided. In this regard, there are ample opportunities for the reader to identify his or her own tendencies for exhibiting effective leadership at each of the three levels of leadership. In addition, there is also an interesting team assessment exercise that sensitizes students to roles team members fulfill during change projects. An excellent appendix with a significant number of leadership theories is included for those interested in getting a more scholarly perspective of leadership.

Along a similar instructional pattern, an excellent Web site is provided for those who adopt the text. Readers can access a variety of print and digital materials in a downloadable format. A comprehensive instructor's

manual that also includes a rather sophisticated test item file is provided. Another attractive aspect to the text is the ability of students to purchase an online version. Students can make notes online, print out reading assignments, and bookmark important passages for later review.

At times, Clawson appears to merge leadership and management expectations and roles. In this regard, the science of management is not clearly delineated from the art of leadership. Leadership is more than the work of one or two individuals. Leadership is about establishing an environment in which groups of individuals are inspired to accomplish a shared goal. It reflects the energy within an organization. At times, it appears that management and leadership are presented along similar expectations, and this may be confusing. Supporting this confusion is the lack of clarity in many of the diagrams. They appear to be more management oriented and are difficult to follow.

In conclusion, the text presents the case that leadership is about change, and becoming an agent of change requires persistence in the development of a new set of skills. However, Clawson also warns the reader that individuals are generally creatures of old, unproductive habits, so the challenge in life is to rise above these habits. In this regard, Clawson has put together a worthwhile text that makes learning about leadership a personal endeavor. He argues that individual leadership capacity emanates from beliefs, core values, and assumptions that individuals can take advantage of or ignore. This is an excellent text for those students who are curious about whether they have what it takes to be a leader.

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Leadership

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What Is Leadership?


Kevin Kruse, CONTRIBUTOR
I help you to fulfill your potential as a leader.
[FULL BIO](#) ✓

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Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal.

John Maxwell: "Leadership is influence - nothing more, nothing less."

I like minimalism but this reduction is too much. A robber with a gun has "influence" over his victim. A manager has the power to fire team members which provides a lot of influence. But does this influence make a robber or a manager a leader? Maxwell's definition omits the *source* of influence.

So what is leadership?

DEFINITION: Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal. 

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not authority or power

- Leadership requires others, and that implies they don't need to be "direct reports"
- No mention of personality traits, attributes, or even a title; there are many styles, many paths, to effective leadership
- It includes *a goal*, not influence with no intended outcome

Lastly, what makes this definition so different from many of the academic definitions out there is the inclusion of "maximizes the efforts". Most of my work is in the area of employee engagement, and engaged employees give discretionary effort.

I guess technically a leader could use social influence to just *organize* the efforts of others, but I think leadership is about *maximizing* the effort. It's not, "Hey everyone, let's line up and get to the top of that hill someday." But rather, "Hey, see that hill? Let's see how fast we can get to the top...and I'll buy the first round for anyone who can beat me up there." So what do you think of my definition of leadership? Social influence, others, maximize effort, towards a goal. Do those key elements work for you?

Kevin Kruse is the creator of the **Leading for Employee Engagement** eLearning program for managers. and author of the

The Impact of Leadership Styles on Employee Organisational Commitment in Higher Learning Institutions

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Abstract

The current study seeks to determine the impact of leadership styles on employees' organisational commitment constructs among University academic staff at a selected South African institution. A quantitative methodology, using self-administered surveys comprised of the Organisational Commitment Questionnaire (OCQ) and the Multi Factor Leadership Questionnaire (MLQ) was used to collect data from 160 respondents. The data was analysed using Statistical Package for the Social Sciences (SPSS), version 20.0. Spearman correlation analysis was used to test for relationships between the independent variable (leadership style) and the dependant variable (organisational commitment). The findings of the study revealed that transformational leadership style has a significant and positive relationship with affective and continuance employee commitment while transactional leadership style has significant and positive relationship with only normative commitment. Based on the findings of this study, it is worth noting that leadership styles plays an important role to an employees' organizational commitment and it is very important for organizational policy makers to take this into consideration in order to meet organizational goals. This study contributes to the bank of findings relating to the development of leadership and organisational commitment, not only in South Africa, but within the institutions of higher learning in particular.

Keywords: Impact, Academics, Transformational leadership, Transactional leadership, Organisational commitment.

1. Introduction

Leadership is a topic with a broad appeal as most of the people are consciously or unconsciously involved in the process of being influenced or influencing others in the role of leadership. People are always interested in knowing the components that contribute to making an ordinary person a great leader (Bateman & Snell, 2002). There are various forms of leadership styles. However for the sake of this study, only two forms of leadership styles (i.e. transformational and transactional leadership) were used. Transactional leadership is defined as the interaction between leaders and followers (Marturano & Gosling, 2007).

Bass (1985) described transactional leadership in terms of two characteristics: the use of contingent rewards and management by exception. They described contingent reward as the reward that the leader will bestow on the subordinate once the latter has achieved goals that were agreed to. Contingent reward is, therefore, the exchange of rewards for meeting agreed-on objectives. By making and fulfilling promises of recognition, pay increases and advancement for employees who perform well, the transactional leader is able to get things done. Bass (1985) therefore argues that by providing contingent rewards, a transactional leader might inspire a reasonable degree of involvement, loyalty and, commitment from subordinates. Transformational leadership according to Nyengane (2007) is when a leader ensures that followers are consciously aware of the importance of sharing organisational goals and values. They also find ways to ensure that followers know how to achieve these goals.

The field of education is facing a lot more challenges in making its employees committed to the organization (Jones, 2000). According to Gunter (2001) the responsibility of education leadership is to facilitate the learning activities and provide an environment that is enabling and supportive for knowledge and related activities. Butcher, Moon and Bird (2000) recognized the importance of leadership for professional development in education.

Committed employees are less likely to develop patterns of tardiness or to be chronically absent from work (Davenport, 2010). Gbadamosi (2003) contends that the more favourable an individual's attitudes toward the organisation, the greater the individual's acceptance of the goals of the organisation, as well as their willingness to exert

more effort on behalf of the organisation.

Employees that are committed are also less likely to leave the organisation to explore other. Therefore, carrying out a study of this nature will be important in trying to find out if it is the case.

Previous researches regarding leadership and organisational commitment has also been conducted among participants from various cultural backgrounds and understandably researchers came up with inconclusive results on the relationship between the leadership styles and employee organizational commitment (Takao, 1998; Wang, 2004). In addition, though the literature suggests a relationship between leadership style and organisational commitment, empirical studies are limited and lack specificity concerning types of leadership styles and organisational commitment (Rai & Sinha, 2000; Yousef, 2000). Different styles of leadership such as transformational and transactional leadership styles and their impact on employee organisational commitment have not been fully discussed especially in higher learning institutions in the South African context. Therefore this study seeks to investigate the impact of leadership style on employee organisational commitment among higher learning academic staff at a selected South African institution.

2. Objectives of the Study

The objectives of this study were:

- To investigate the impact of leadership styles (transformational and transactional leadership) and employee organisational commitment.
- To give recommendations to the management on leadership strategies that can be used to improve employee organisational commitment in the organization based on the research findings.

3. Research Hypothesis

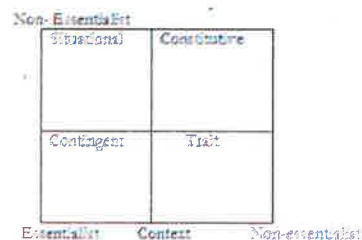
- H1. There is a positive relationship between transformational leadership and employees' organisational commitment (i.e. affective, continuance and normative commitment) among academic staff.
- H2. There is a positive relationship between transactional leadership and employees' affective, continuance and normative commitment among academic staff.

4. Literature Review

4.1 Theoretical framework

The study utilized Grint (2000)s' trait, contingency and situational approaches which are constrained by some form of essentialism and determinism whereby leadership is seen to be determined by personality (trait), the environment (situational) or by matching the appropriate traits to different environments (contingency) as depicted in figure 1 below.

Figure 1: Essentialist and non-essentialist leadership



According (Grint, 2000) the trait approach concentrates on the qualities of the individual as essential and universal aspects of leadership regardless of diverse contexts. Leadership is seen as almost equivalent to personality and cannot therefore be taught or improved. By contrast, the situational approach perceives the context as essential but the qualities of the individual leader is less relevant. The approach agree that there are no universal styles of leadership for it will change depending on the circumstances, context or situation. Once the situation is defined, leaders can be taught the appropriate skills necessary to lead in particular contexts that it is presumed are readily captured through their essential

features.

Particular leaders could grow into the job assuming a competent analysis that discloses the essence of the situation. The exact opposite of this is the contingency approach where you have to match the right leader for each circumstance or contingency rather than secure his or her adaptation to the environment.

In addition to approaches' essentialism and determinism, it is our view that these leadership theories tend to reflect and reproduce the autonomous subject of enlightenment thinking since leadership is invariably seen to be the property of individuals and also not that of social groups or institutions. This is less so for the constructionist approach, where the argument is that leadership is about neither an essential individual nor an essential context but an outcome of interpretation (Grint, 2000). Within such a framework, leadership would simply be the embodied manifestation of collective and communal interpretations of appropriate behaviour in particular contexts. Grint (2000) further states that the constitutive approach eschews any sense of essential characteristics or contexts in favour of understanding interpretation to be at the centre of practical leadership.

4.2 The concept of Leadership

Leadership is one of the world's oldest and most topical issues. The importance of good leadership in producing what is required of an organization is accepted unquestionably, from corporate enterprises to educational institutions. Its key role within the changing education systems of different countries has acknowledged over the past decade or so. Leadership is believed to exist in at every level throughout an organization and usually includes management tasks. Leadership has been given different definitions by different authors. Kotter (1988) views it as the process of influencing people to strive willingly to achieve goals. The goals, or movement in a particular direction, should be in the long term interest of the group being led. Kouzes and Posner (1997) in Chipunza (2006: 11) define it as the "art of mobilizing others to want to struggle for shared inspirations". Chipunza (2006) pointed out that both these definitions observe that there is an important interpersonal process that takes place between leaders and individuals and groups of individuals towards the purposeful pursuance of objectives. The above conceptualizations of leadership indicate the importance of developing leadership that promotes co-operation, trust and commitment between the followers and the leaders in organizations.

4.3 Understanding the concept of Organizational commitment.

Organizational commitment is defined in multiple ways. Organizational commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization and it is generally considered as a three dimensional construct comprising affective commitment, continuance commitment and normative commitment (Boehman, 2006). Muchinsky (2003) adds that the concept of organizational commitment refers to the extent to which an employee feels a sense of allegiance to his or her employer organization. Werner (2007: 14) indicates that "an employee who is engaged to the organization is emotionally, cognitively and personally committed to the organization and its goals by exceeding the basic requirements and expectations of the job".

According to Meyer and Allen (1991) there are three-components of organisational commitment which are: 1. Affective commitment which involves the employee's emotional attachment to, identification with, and involvement in the organization. 2. Continuance commitment which involves commitment based on the costs that the employee associates with leaving the organization and, 3. Normative commitment which involves the employee's feelings of obligation to stay with the organization. Given this, one can argue that organisational commitment is an attitude about an employee's loyalty to his organization and is an ongoing process through which organisational participants express their concern for the organization as well as its continued success and wellbeing.

4.4 Leadership styles and Organizational commitment relationships

According to Nyengane (2007), employee commitment reflects the quality of the leadership in the organisation. Therefore it is logical to assume that leadership behaviour would have a significant relationship with the development of organisational commitment. Previous researches suggest a positive direct relationship between leadership behaviour and organisational commitment.

Transformational leadership is generally associated with desired organisational outcomes such as the willingness of followers to expend extra effort (Bass, 1985). A willingness to expend extra effort indicates some degree of commitment. Contingent reward behaviours that represent transactional leadership have been found to be reasonably

associated with performance and work attitudes of followers although at a lower level than transformational leadership behaviours (Nyengane, 2007).

A relationship between commitment and leadership style has been reported in the organisational and management literature. Nyengane (2007) reported a positive relationship between leader support and commitment. In three separate studies, Popper, Mayseless and Castelnovo (2000) in Nyengane (2007) found evidence to support the hypothesis that a positive correlation existed between transformational leadership and attachment. Kent and Chelladurai (2001) found that individualised consideration has positive correlation with both affective commitment and normative commitment.

Hayward, Goss and Tolmay (2004) also found that transformational leadership has moderate positive correlation with affective commitment. Lower correlation coefficients between transformational leadership and normative, as well as continuance, commitment were found. No correlation was found between transactional leadership and affective, normative and continuance commitment.

According to Walumbwa and Lawler (2003), there is considerable research available suggesting that the transformational leadership style is positively associated with organisational commitment in a variety of organisational settings and cultures. Nyengane (2007) indicated that transformational leaders are able to influence employees' organisational commitment by promoting higher levels of intrinsic value associated with creating a higher level of personal commitment on the part of the leader and followers to a common vision, mission, and organisational goals.

Transformational leaders influence followers' organisational commitment by encouraging them to think critically by using novel approaches, involving followers in decision-making processes and inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his or her personal potential (Nyengane, 2007). By encouraging followers to seek new ways to approach problems and challenges and identifying with followers' needs, transformational leaders are able to motivate their followers to get more involved in their work, resulting in higher levels of organisational commitment (Walumbwa & Lawler, 2003).

This view was supported by prior research that showed that organisational commitment was higher for employees whose leaders encouraged participation in decision-making (Nyengane 2007), emphasised consideration (Walumbwa & Lawler, 2003) and were supportive and concerned for their followers' development (Allen & Meyer, 1990).

5. Research Methodology

The quantitative research design was used in this study to investigate the impact of leadership styles on employee organisational commitment.

5.1 Population and sample of the study

The population consisted of academic staff members at a selected South African higher learning institution. Bless, Higson-Smith and Sithole (2013) defined population as the complete set of events, people or things to which the research findings are to be applied. In this study, the research population constituted of full time heads of departments, senior and junior lecturers including student's assistants.

To successfully conduct the research, stratified random sampling procedure was used. Stratified random sampling, according to Babbie (2013), is a modification of random sampling in which you divide the whole population into two or more strata based on one or more attributes. In this study, the participants were divided according to position levels (i.e. Heads of departments, senior lecturers, junior lecturers and student assistants. To ensure that samples adequately represent the relevant strata, 200 respondents were randomly selected from within each stratum.

5.2 Instrumentation

Two self-administered research questionnaires were used in this study. A 15 item Organisational Commitment Questionnaire with a 5 point likert scale ranging from strongly agree (SA) to strongly disagree (SD) was administered on the respondents to measure organisational commitment.

The shortened version of the Multifactor Leadership Questionnaire (MLQ) developed by Bass (1985) was used to measure both the transactional and transformational leadership style. The measuring instrument has 18 items and the participants were asked to rate their responses on a 5 point likert scale ranging from not at all (1) to frequently, if not always (5).

Scandura and Pilai (2001) confirmed the validity of the MLQ 5X. Using four different samples, Tejeda, Scandura,

and Pilai (2001) found internal consistency coefficients (Cronbach Alphas) of between .85 and .90 for attributed charisma; between .86 and .91 for idealised influence; between .89 and .94 for inspirational leadership; between .86 and .91 for intellectual stimulation; between .86 and .93 for individual consideration; between .84 and .88 for contingent reward; between .69 and .79 for management by exception (active); between .82 and .90 for management by exception (passive) and .72 - .88 for the non-management positions.

5.2.1 Questionnaire administration

Cover letters, affixed to the questionnaire, explaining the nature of the study, as well as assuring respondents of the confidentiality of any information were provided. Respondents were also provided with detailed instructions as to how the questionnaires were to be completed and returned. The rationale behind providing clear instructions and assuring confidentiality of information was based on the fact that this significantly reduces the likelihood of obtaining biased responses. Self-administered questionnaires were collected by the researchers over a period of two weeks. This method was considered the most efficient means of data collection since the sample was widely dispersed across the different faculties. A total of 200 questionnaires were administered, with 160 fully completed questionnaires being returned, thereby constituting an 80% return rate. This is higher than the 30% anticipated in most research as put forward by Sekaran (2003).

6. Data Analysis

For the purposes of testing the research hypotheses, the returned questionnaires were inspected to determine their level of acceptability. They were coded. The data was transferred to an Excel sheet. A statistical computer package, Statistics Package for Social Sciences (SPSS) version 20.0 was used to process the results. Spearman product-moment correlation coefficient was used to measure the relationships between the variables, i.e. between leadership styles and employee organisational commitment.

7. Research Findings

7.1 Sample Descriptive Summary

Demographic data about the respondents shows that 90 (56%) were females and 70(44%) were males. The majority 97(61%) of the participants were in the 36-50 years. The majority of the respondents 89(56%) were junior lecturers, followed by senior lecturers 56(35%) and only 15(9%) were in the other category respectively.

Table 1: Demographic variables

Variable	Frequency	Percentages
Gender		
Male	90	56
Female	70	44
Age		
20-35 years	46	29
36-50 years	97	61
51-years and above	17	10
Position		
Junior lecturer	89	56
Senior lecturer	56	35
Other	15	9

7.2 Inferential Statistics (Hypothesis testing).

Table 2: Relationship between leadership styles and organizational commitment dimensions

		Affective commitment	Continuance Commitment	Normative Commitment
Transformational leadership style	Pearson Correlation	.301*	.682**	.562
	Sig. (2-tailed)	.003	.002	.145
	N	160	160	160
Transactional leadership style	Pearson Correlation	.642	-.634	1.582*
	Sig. (2-tailed)	.328	.426	0.04
	N	160	160	160

*. Correlation is significant at the $p < 0.05$ level (2-tailed).

**. Correlation is significant at the $p < 0.01$ level (2-tailed).

In testing hypothesis 1 which stated that there is a positive relationship between transformational leadership and employees' organisational affective, continuance and normative commitment among academic staff, table 1 above presents the results of the relationships. Significant positive relationship was obtained between the transformational leadership style and affective commitment ($r=.301$, $p=.003$). Results also confirms a positive and significant relationship between transformational leadership style and continuance commitment ($r=.682$, $p=.002$). However there was no significant relationship between transformational leadership style and normative commitment ($r=.562$, $p=.145$). The results are supported by Hayward, Goss and Tolmay (2004) who also found that transformational leadership has positive correlation with affective and continuance commitment.

The second hypotheses examined whether there is a positive relationship between transactional leadership and employees' affective, continuance and normative commitment. The Pearson product moment correlation in table 1 revealed a weak but statistically significant relationship between transactional leadership and normative commitment ($r=1.582$, $p=.04$). This implies that the as transactional leadership improves; the more employees are willing to remain/stay in the organization. The positive correlation between transactional leadership style and normative commitment suggests that leadership behaviors involving rewards, highlighting problems, and positive reinforcement related to how employees feel about ought to stay with the organization (Naidu & Van Der Walt, 2005). This relationship also indicates that the leaders' and followers' associations affects employees' moral identification with an organization and relates to their feelings of responsibility (Allen & Meyer, 1990). On the other hand, the absence of relationship for transactional leadership style with affective commitment and continuance commitment suggests that leadership behaviors involving exchange of rewards for meeting agreed-on objectives, highlighting problems, or waiting for problems to become serious before taking action, may not be related to how employees feel about *want to stay* and *need to stay* with the organization. These natures are more related with negative performance (Allen & Meyer, 1990).

The results concur with the findings of Bučiūnienė and Škudienė (2008) which identified a significant and positive correlation between transactional leadership style and normative commitment though it does not confirm the relationship with that of affective and normative commitment by the same authors. Taken together, the research findings were also supported by previous studies of Bycio, Hackett and Allen (1995) [cited in Ponnu and Tennakoon, (2009); Lo, Ramayah and Min (2009) and Lo, Ramayah, Minc and Songand (2010) which indicated that transactional leadership has positive relationship with employees' organisational commitment.

The results seem understandable given that transactional leadership is based on an exchange of information between leaders and followers for various kinds of rewards. When this transactional relationship is acceptable to the follower, there may be a feeling of emotional attachment towards the organization. This could also possibly explain the non - significant correlation between transactional leadership and continuance commitment. Secondly, effective leaders typically display both transformational and transactional characteristics, as evidenced by the positive correlations between these two styles of leadership. This supports previous findings in the literature and suggests that effective executives use a combination of distinct leadership styles, each in the right measure and at the right time (Naidu & Van Der Walt, 2005).

8. Discussion

The research objective of this study was to examine the impact of leadership styles on employee organisational

commitment. Leadership literature suggested a positive relationship between transformational leadership and organisational commitment; however previous researchers (Judge & Bono, 2000) have called for more research to support such a link. This study responds to this call and thus fills an important void in the leadership literature.

The findings are also consistent with previous studies (e.g., Garg & Ramjee, 2013; Walumbwa and Lawler, 2003), that found a positive association between transformational leadership and organisational commitment. It is possible that close followers are more likely to see some of the inconsistencies in their leader's behavior, which may affect how committed they feel to the organization, as well as how empowered.

The findings as shown in table 1 suggest that there is a significant positive relationship between the transformational leadership style and both affective commitment and continuance commitment. On the other hand, there was a lack of statistically significant correlations between the transformational leadership and normative commitment; the findings suggest that this same leadership style may not be related to how employees feel about their obligation to stay with organization. In general, it may be concluded that respondents who are affectively committed to the organisation are more willing to maintain their relationship with the organisation than those who are normatively committed. Affectively committed employees will thus portray feelings of identification with the organisation, and attachment to and involvement in the organisation. This is in contrast with the dimension of normative commitment, which focuses on commitment by virtue a feeling of obligation to remain with the organisation.

The findings that transformational leadership style has no relationship with normative commitment may be also appropriate as Allen and Meyer 1990; Brooks et al. 2006 pointed out that employees who stay in the organization feel obligated to stay in the organization may not exhibit the same enthusiasm and involvement as employees who stay with an organization because they want to stay and need to stay. This is also in line with the argument of Mannheim and Haramish (2008) that reveals that as transformational leadership is enacted, members of organizations no longer seek merely self-interest but that which is beneficial to the organization as a whole. As such, transformational leadership style may not be related to normative commitment as to affective and continuance commitment. This study, therefore, supports the suggestions by Brown and Dodd (2003) [cited in Bučiūnienė and Škudienė, 2008] that transformational leadership and affective commitment are correlated but not that of having with normative commitment and not having correlation with continuance commitment. Bučiūnienė and Škudienė (2008) also confirms that transformational leadership has a positive relationship with affective and continuance commitment but different for that of normative commitment. Contrary to this, Garg and Ramjee (2013) revealed that transformational leadership style has a positive relationship with normative commitment and a negative correlation with continuance commitment.

9. Conclusion and Recommendations

The aim of this research was primarily to determine the impact of leadership styles on employee organizational commitment and the result findings showed a positive relationship between leadership styles and some employee organisational commitment constructs. Given this one may conclude that effective leaders can positively influence trust and meaning within followers and in turn so motivate them to be willing to remain in the organization and feel part of it.

The problems of academics in careers with high levels of job dissatisfaction and work stress should be addressed more proactively and effectively, especially where young academics are concerned. The reason for this is that they are associated with, among others, decreased organisational commitment, decreased mental and physical health, problematic collegial relationships, and a decrease in the quality of work life. Pienaar (2005) feels strongly that, should such problems not be addressed, high quality academics will in all probability increasingly be lost for higher education and its institutions. If this institution does not take heed of the above and so continues to lose academics, its national and international image and its competitive advantage, as well as the ability to generate new knowledge in a specific field may be adversely affected.

Transformational leadership style positively relates to affective commitment and at the same time to continuance commitment, implying that the management must be mindful of the leadership styles on employee commitment. It can be concluded that employees who are under a good leader are more likely to identify themselves as part of the organization.

The existing leadership and employee organizational commitment research also suggests that the leadership style of leaders can lead to higher measures of organisational commitment in their direct reports. This study has demonstrated positive relationships between leadership styles and organisational commitment. Overall findings from this study suggest that transformational and transactional leadership behaviours do play important roles in determining levels of affective commitment, continuance commitment and normative commitment.

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Leadership Style, Emotional Intelligence, and Organizational Effectiveness

by Herb Stevenson

Leadership effectiveness is dependent on the specific circumstances and the blend of leader styles used over time. Mis-use, over-use, or under-use of a particular style can lead not only to ineffectiveness, but to a backlash via the organizational climate. As defined by David McClelland and others, climate refers to six leadership factors that influence an organization's environment via the style most often used by the C-level executive(s):

- its *flexibility*—that is, how free employees feel to innovate unencumbered by red tape;
- their sense of *responsibility* to the organization;
- the level of *standards* that people set;
- the sense of accuracy about performance feedback and aptness of *rewards*;
- the *clarity* people have about mission and values; and finally
- the level of *commitment* to a common purpose.

As a result of these factors, six leadership styles were created.^[1]

- **Coercive/Commanding:** Demands immediate compliance and obedience, as evidenced by such phrases as "Do what I tell you."
- **Authoritative/Visionary:** Mobilizes people toward a vision as suggested by such phrases as "Come with me."
- **Affiliative:** Creates harmony and builds emotional bonds as suggested by "People come first."
- **Democratic:** Forges consensus through participation, "What do you think?"
- **Coaching:** Develops people and strengths for the future, "Try this."
- **Pacesetting:** Sets high standards for performance, "Do as I do, now!"

In today's complex environment, it has become clear that using only one or two overused leadership styles tends to minimize and often hamper effectiveness. For example, an extreme of over-use is Chainsaw Al Dunlap from Sunbeam. Generally, he decimated companies with his coercive and commanding approach to cost cutting for short term profit improvement and long term insolvency. As a means to personally profit, he was successful. As a means to increase short term profit and raise immediate stock prices, he was successful. As a leader who truly maximized the total value of an organization, he was a miserable failure.^[2]

A Coaching Example

Recently, I worked with a CEO who had been hired to raise the bar for the organization. It had been a mediocre performer for a number of years both in terms of product quality and financial performance. At best, its stock had been boring.

Very quickly, the CEO raised quality standards, and the numbers followed. The organization's profits were rising, losses were stemmed sufficiently to be below peers throughout the recent recession. The board was rewarding the CEO with accolades, bonuses and pure wealth building perks. The board openly indicated that it would pay whatever it took to keep the CEO happy and in place.

Within the organization, the climate was a different story. The CEO combined two preferred leadership styles: Pacesetting and coercive/commanding. As a pacesetter, he had set high standards of performance for himself and expected the same of everyone else. At the extreme of this leadership style, he was often obsessive about doing things faster and better. When this did not meet his expectations, he would move into his command-and-destroy style by "going off the handle" with key executives, frequently personalizing his comments during bouts of rage. Metaphorically, the direct reports often referred to the after-effect as being like a war zone of total devastation and demoralization.

This combination is deftly successful for only short periods of time, typically only in a crisis. To accomplish the type of turnaround needed by this organization, his style was effective. However, now that he has been in place for more than three years, and the quality standards and performance have improved, the internal climate of the organization has turned strongly negative. Where the board has praised the CEO for his outstanding performance, it is now faced with the departure of key executives who have made it clear that the CEO is a problem. Some were forced out because they did not perform in a way that pleased him; others, simply left. The situation has been likened to a well trained horse, where you can only whip it so long before it simply stops performing regardless of how much you beat it.

At issue is that none of the six leadership styles is effective all of the time, and in today's complex environment, we can see that truly successful leaders use all six styles based on circumstances, situations, and the rapidly changing landscape. Jim Collins' research on Level 5 Leaders in *Good to Great* companies supports this contention as does his more recent work on *How the Mighty Fall*. Truly great leaders incorporate and seamlessly use all of these leadership styles throughout, meeting different situations, circumstances, and rapidly changing landscapes.

In terms of the coaching example, the CEO needed to develop beyond his limited leadership styles. Now that the crisis is over, he needs to engage through affiliation